

Year 1	History		
	Autumn topic: Toys	Spring Topic: Houses and Homes	Summer topic: Victorians
National curriculum statements	Pupils should be taught about: <ul style="list-style-type: none"> - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	<ul style="list-style-type: none"> - Significant historical events, people and places in their own locality. - Some should be used to compare aspects of life in different periods 	<ul style="list-style-type: none"> - The lives of significant individuals in the past who have contributed to national and international achievements. - Some should be used to compare aspects of life in different periods i.e. Queen Victoria - Significant historical events, people and places in their own locality.
Retrieval (to support new learning)	YR – talking about the past	Recalling information about Victorian Toys	Building on knowledge of differences between today and past times identified in Toys and Houses topics
Knowledge statements	<ol style="list-style-type: none"> 1. Know that history is about talking about past times and how we can find out about the past 2. To know how toys reflect changes in the children’s own timeline and those in their family 3. To know what ‘old fashioned’ and modern mean 4. To know how toys are the same and different i.e. materials, style and technology and how they have changed over time 	<ol style="list-style-type: none"> 1. To know the names of different types of homes 2. To know the names of different features of buildings 3. To know that homes in the past did not have electricity 4. To know how household objects are the same and different compared to those from the past 	<ol style="list-style-type: none"> 1. To know that Britain has a Royal Family and our king is King Charles III 2. To know that Queen Victoria lived over 100 years ago and she is KCIII great-great-great grandmother 3. To know how life in Victorian times was different to today i.e. clothes, school transport 4. To know how transport has changed since Victorian times and the impact this had in Runcorn
Vocabulary	Timeline Past, present, future Decades Old fashioned Modern Invention	Change Timeline Artefact Museum Features	Coronation Queen Reign River Mersey Bridge Victorians
Cultural capital and local resources	Collection of toys as artefacts	Collection of household objects Pictures of old Runcorn	Photographs of old Runcorn and bridges

Year 2	History		
	Autumn topic: Guy Fawkes	Spring Topic: The great fire of London	Summer topic: Florence Nightingale
National curriculum statements	Pupils should be taught about: - events beyond living memory that are significant nationally which are commemorated through festivals	- events beyond living memory that are significant nationally	- The lives of significant individuals in the past who have contributed to national and international achievements.
Retrieval (to support new learning)	Discussing the past in YR Y1 – building on their knowledge of different time periods and kings and queens	Building on their knowledge of time and relating the event to Guy Fawkes and Queen Victoria on a timeline Y1 – homes and design similarities and differences	Timeline Talk about other significant figures, Samuel Pepys, QV, GF
Knowledge statements	<ol style="list-style-type: none"> 1. Know who Guy Fawkes was and why he became famous 2. To know the year that the Gunpowder plot happened 3. To know the name of the king 4. To know the reason why Guy Fawkes tried to blow up the houses of parliament 5. To know that the event is commemorated each year on Bonfire night 	<ol style="list-style-type: none"> 1. To know the year that the fire began and where it started 2. To know the reasons that it spread so far and lasted so long 3. To know who Samuel Pepys is and that his diaries were a source of evidence 4. To know the name of the kings and how Samuel Pepys worked for him 5. To know the other sources of evidence which help us know about the fire today 	<ol style="list-style-type: none"> 1. To know who Florence Nightingale was 2. To know the years that the Crimean war took place 3. To know why she was so important (her individual achievements) 4. To know the similarities and differences in hospitals and medical care 5. To know that Florence wrote letters to the newspapers to get help in changing the hospitals
Vocabulary	Commemorate Decades Centuries Parliament Church Traitor / treason Gun Powder plot	Significant Monarch Evidence Diary	Significant Global Scutari Crimean war Improvements
Cultural capital and local resources	Local bonfire displays		

Year 3	History		
	Autumn topic: Stone age and iron age	Spring Topic: Ancient Egypt	Summer topic: Norton Priory
National curriculum statements	changes in Britain from the Stone Age to the Iron Age	the achievements of the earliest civilisations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	A local history study a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
Retrieval (to support new learning)	There is history in Britain –Y1 and Y2	Building on geographical knowledge of places in the world	Victorians-Y1 Changes in our Locality
Knowledge statements	<ol style="list-style-type: none"> 1. To know the dates of the stone age and the iron age 2. To know the similarities and differences in life between the periods i.e. settlements 3. To know examples of homes in both periods 4. To know how farming happened in both periods 5. To know the type of weapons that were used in both periods 	<ol style="list-style-type: none"> 1. To know when and where the Ancient Egyptians lived 2. To know about Egyptian art 3. To know how the pyramids were built 4. To know how the Egyptians worshipped many gods 5. To know about and explain the Egyptian ritual of mummification 	<ol style="list-style-type: none"> 1. To know what Norton Priory is 2. To know who lived at Norton Priory when it was first built 3. To know what life was like in a monastery 4. To know how life changed when it was a Tudor house and a Georgian mansion 5. To know what was found when it was excavated
Vocabulary	Archaeology Colony Excavation Artefacts Neolithic man Chronology	Ancient Civilisation Non-European Canopic jars Mummification Papyrus	Monastery Monastic Monk
Cultural capital and local resources	Stone age boy – English link	Liverpool World Museum	Norton Priory

Year 4	History																
	Autumn topic: Romans	Spring Topic: Ancient Greeks	Summer topic: The Tudors														
National curriculum statements	the Roman Empire and its impact on Britain	Ancient Greece – a study of Greek life and achievements and their influence on the western world	a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066														
Retrieval (to support new learning)	Knowing that different periods have different names –Y1, Y3	Knowledge of ancient civilisations in Y3	Norton Priory in Y3														
Knowledge statements	<ol style="list-style-type: none"> 1. To know about the spread of the Roman empire and when they were in power 2. To know when and how they invaded Britain 3. To know what the religious beliefs of the Romans were and know about some of the gods and goddesses that they worshipped. 4. To know 3 ways in which the Romans influenced Modern life in Britain today i.e roads, Roman Baths 5. To know who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. 	<ol style="list-style-type: none"> 1. To know how and why empires grow in the context of Ancient Greece and know the chronology of the Greek timeline 2. To know about the Olympic games using sources including art 3. To know about Ancient Greek gods and goddesses and be able to name three 4. To know different city-states and recall 3 facts about the Battle of Marathon 5. To know the story of the Trojan War and why this was important 	<ol style="list-style-type: none"> 1. To know when the Tudor period was 2. To be able to name the Tudor kings and queens 3. To know key events in the lives of one of the Tudor monarchs i.e. how they are related, 4. To know that King Henry VIII changed religion in England and this is known as the reformation 5. To know the features of Tudor homes and how they differ between modern homes 														
Vocabulary	<table border="0"> <tr> <td>Conflict</td> <td>Conquest</td> </tr> <tr> <td>General</td> <td>Invader</td> </tr> <tr> <td>Power</td> <td>Rebellion</td> </tr> <tr> <td>Resistance</td> <td>Romanisation</td> </tr> <tr> <td>Caledonia</td> <td>Celts</td> </tr> <tr> <td>Emperor</td> <td>Iceni</td> </tr> <tr> <td>Legion</td> <td>Picts</td> </tr> </table>	Conflict	Conquest	General	Invader	Power	Rebellion	Resistance	Romanisation	Caledonia	Celts	Emperor	Iceni	Legion	Picts	Chronology Olympics Battle Trojan	Church of England Pope Heir Reformation Divorce
Conflict	Conquest																
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Cultural capital and local resources	Chester	Liverpool World Museum	Speke Hall														

Year 5	History												
	Autumn topic: Anglo-Saxons and Scots	Spring Topic: The Maya	Summer topic: The industrial revolution										
National curriculum statements	Britain's settlement by Anglo-Saxons and Scots	A non-European society that provides contrasts with British history	A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. a significant turning point in British history, for example, the first railways or the Battle of Britain										
Retrieval (to support new learning)	Relating it to previous timeline from Y3 and Y4	Link with Geography links – South America Relate to European ancient civilisations Link to Tudor time period	Build on knowledge of Victorians Y1 and to Norton Priory Y3										
Knowledge statements	<ol style="list-style-type: none"> To know why, where and when the Scots and Anglo-Saxons invaded Britain To know what the seven kingdoms were, what the three tribes were called and how they established some modern place names To know about a typical Anglo-Saxon village and explain what jobs the people did. To know what Anglo-Saxon artefacts can teach us about Anglo-Saxon culture e.g. the finds at Sutton Hoo To know the religious beliefs and practices of the early Anglo-Saxon people and know what they worshipped. 	<ol style="list-style-type: none"> know which countries this To civilisation covered To know the Mayan belief system including the importance of human sacrifice and blood letting To know how the Mayans spent their daily life To know their different uses of masks To know that the Mayans gave us chocolate 	<ol style="list-style-type: none"> To know the period in which there was a shift from farming to industry To know that children were used in factories To know why canals were built and where our nearest canal is To know why the first railways were built and look at the local railway links To know what 'Stevenson's Rocket' was and why it was important 										
Vocabulary	<table border="0"> <tr> <td>Invasion</td> <td>Settlement</td> </tr> <tr> <td>Artefacts</td> <td>Analyse</td> </tr> <tr> <td>Religious</td> <td>Culture</td> </tr> <tr> <td>Influential</td> <td>Saxons</td> </tr> <tr> <td>Angles</td> <td>Jutes</td> </tr> </table>	Invasion	Settlement	Artefacts	Analyse	Religious	Culture	Influential	Saxons	Angles	Jutes	After Common Era ACE Civilizations Kukulkan Blood letting Interpretation Sacrifice Chichen Itza	Industry Canal Railway Factory Engine
Invasion	Settlement												
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Cultural capital and local resources		Food tasting	Quarry bank mill Ship canal										

Year 6	History					
	Autumn topic: Vikings		Spring Topic: Legacy of the Greeks		Summer topic: WWII and the Battle of Britain	
National curriculum statements	The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor		Ancient Greece – a study of Greek life and achievements and their influence on the western world (periods in British History including present day)		a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history TheBattle of Britain	
Retrieval (to support new learning)	Link to Y5 Anglo Saxon topic build on timeline of British history		Build on knowledge of Ancient Greece in Y3		Link to local history i.e. ship canal, Liverpool, Burtonwood airbase Knowledge of Poppies	
Knowledge statements	1 To know when and where the Vikings came from and why they raided Britain. 2 To know the significance of Anglo-Saxon kings during the Viking period e.g. Alfred the Great 3 To know who King Ethelred II was and say when and why Danegeld was introduced. 4 To know key aspects of Viking life 5 To know how the legal system worked in Anglo-Saxon and Viking Britain and the impact on modern day Britain.		1. To know how the political system worked in Ancient Greece and compare this system with other political Systems 2. To know how the Greek Olympics influenced the modern day event 3. To know 2 scholars/philosophers and how they influenced the modern world with their teachings e.g. Archimedes, Hippocrates, Aristotle, Socrates 4. To know how Greek architecture has influenced architecture today		1 To know why World War II began, who was involved and order events from World War II on a timeline 2 To know what it was like to be an evacuee and write a letter in role as an evacuee from World War II 3 To know what the Blitz and D-Day were and when they happened 4 To know about women’s wartime jobs and describe what they entailed in detail. 5 To know how people’s diets were different during World War II and answer questions about the implementation of rationing.	
Vocabulary	Raid Settler System Punishment Longship Jorvik /York	Influence Justice Crime Law	Democracy Philosopher Political systems		Military Enemy Freedom Migration Political party Prime Minister	Emigration Execution Power Nation Evacuee Ration
Cultural capital and local resources	York residential or trip		Liverpool to look at architecture Liverpool World museum Make a Greek temple DT links		Link to War Museum Chester, evacuation in Runcorn , British Legion Halton and POW camp at Marbury Park Northwich	

Year R	(PSED Links)History		
	Autumn topic:	Spring Topic:	Summer topic:
EYFS framework statements	<ul style="list-style-type: none"> - Talk about members of their immediate family and community - Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> - Name and describe people who are familiar to them - Comment on images of familiar situations in the past 	<ul style="list-style-type: none"> - Compare and contrast characters from stories including figures from the past
Retrieval (to support new learning)	Prior knowledge from home experiences	Building on talking about their families	Build on knowledge from previous term talking about the past and relating it to stories
Knowledge statements	<ul style="list-style-type: none"> - Know who are the members of their families - Know that families can differ and recognise the different models of family - Know what the images of familiar situations are i.e. school, lunch time, going on holiday 	<ul style="list-style-type: none"> - Know 5 different people (roles) in the community <ul style="list-style-type: none"> o Doctor o Fireman o Policeman o Shop keeper o And one other - Know who people are from images in the past 	<ul style="list-style-type: none"> - Know 3 different characters from stories based in the past - Know that stories can be about things that have already happened
Vocabulary	Old/ older Young/younger Baby Toddler Now / then X years ago	A long time ago Last week Hours Yesterday	Past Now Similar and different Calendar
Cultural capital and local resources	Digital photographs	Photos and artefacts books	Local maps before Aldi was built